

SCDE Response to
ESSA Stakeholder Feedback

Supporting Excellent Educators (SEE)

Compiled 7/24/2017 MB JM

The following are responses from SCDE workgroup members to stakeholder feedback around critical questions posed by the SCDE during three statewide stakeholder meetings held on 11/21/2016, 3/24/2017, and 5/11/2017. The SCDE is committed to listening and being responsive to diverse stakeholders as prescribed under §1111(a)(1)(A) of ESSA. This document is intended to demonstrate – in part – the SCDE’s response process. The changes and staff thinking reflected below may or may be incorporated in the final South Carolina ESSA Consolidated State Plan submitted to the USED in September 2017 as legal requirements and/or approval by the Governor and SSCDE senior staff must take precedence.

1 - What needs to be considered regarding the framework definitions of inexperienced, out-of-field, and ineffective teachers?

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<p>A response provided online on 3/24/2017 references the need to measure the effectiveness of alternative certification routes. The revised Educator Preparation Provider guidelines, slated for SBE approval in Fall 2017, will include additional reporting and accountability measures for non-traditional or alternative route programs. The draft has been revised to reflect the pending guidelines.</p> <p>The definition for ineffective was modified to allow teachers on induction contracts to be deemed ineffective after two ratings of Not Met rather than one. The definition of inexperienced was expanded to be a teacher with three or fewer years of experience rather than only one year. This change aligns to the fact that districts can keep their new teachers on induction contracts for up to three years. Teachers who have used alternative routes to certify could be included in all three definitions, just like traditionally prepared teachers.</p>	

2 - How should the state realistically intervene in a district where there is constant turnover and inequity?

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<p>The SCDE is proposing to provide districts with human capital data reports, then using those reports as a basis for human capital support. The SCDE will look at disproportionality data annually to target Title I schools for specific intervention, support, and/or resources to improve recruitment and retention.</p>	

3 - What can the state do to support high poverty, high minority districts in attracting and retaining educators?

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<p>Strategies in the state plan include support of a multi-level state educator evaluation system, support for teacher leadership from the state, and human capital data, reporting, and intervention.</p>	<p>While many of the specific strategies currently under consideration will not be written into the state’s ESSA plan (because there is not appropriate or enough federal funding), the SCDE is leading a human capital team in coordination with state agency partners like CERRA. This partnership and implementation of strategies is being supported through a grant-funded organization called the State Human Capital Alliance.</p>

4 - 11/21 version: What would have the most “bang” for our Title II, Part A “buck” in making certain there is an equitable distribution of educators across the state?

3/24 and 5/11 version: What would have the most “bang for our buck” in making certain there is an equitable distribution of educators across the state?

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	<p><u>11/21/16 Responses (Workgroup Charts)</u></p>

	<ul style="list-style-type: none"> • An online data management system is already included in D2: Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools • A data system to track effectiveness of initiatives is already included in D2: Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools <p><u>5/11/17 Responses (Written and Online)</u></p> <ul style="list-style-type: none"> • A focus on teacher leadership is already included in D2: Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools <p>Financial incentives in South Carolina's highest turnover districts are already provided through CERRA.</p>
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5 - What type of preparation is needed for teachers to work in high poverty, high minority settings?

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SCDE support of IHE/district partnerships and Francis Marion's professional learning resources related to teaching students of poverty are being considered by the state human capital team outside ESSA.	

6 - What are your other thoughts and/or questions related to supporting excellent educators under ESSA?

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	Comments throughout the feedback opportunities stress the need to recruit individuals in rural, high-poverty communities into the teaching profession and to provide incentives for them to do so. Recruitment and

	<p>retention issues are being addressed through varied channels outside the ESSA plan including the Recruitment and Retention Task Force authorized by Proviso 1.92 and the agency’s participation in the State Human Capital Alliance.</p> <p>The SCDE does not control teacher pay or pay equity in the state.</p>
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General ESSA Feedback

Over the last several months, General Counsel’s office has been soliciting and collecting general feedback in regard to ESSA. Please read through the compiled general feedback provided in a separate document and indicate what changes have been made in the South Carolina Consolidated State Plan. Please complete blank cells in both columns.

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	<p><u>The SCEA Feedback for Title II, Part A: Use of Funds</u></p> <ul style="list-style-type: none"> • “Teacher evaluation is most effective when integrated into the continuous improvement cycle to provide teachers with actionable feedback and formative data.” <u>Response:</u> The Expanded ADEPT Support and Evaluation System provides teachers with actionable feedback and formative data in a timely manner. This will be analyzed through the online data management system. • “High quality professional learning must be evidence-based, differentiated, sustained, intensive, classroom focused, and job-embedded in the day to day work of teachers. Additionally, professional development must be assessed to determine if key programs/strategies are producing results. Teachers must be involved in decision-making about their professional development.” <u>Response:</u> All of these elements are included in the Student Learning Objective process

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	<p>which is part of the Expanded ADEPT Support and Evaluation System. This data will be maintained and analyzed through the online data management system.</p>
<p>The SCEA Feedback for Improving Skills of Educators directed the SCDE to ESSA’s professional development definition and stated that role of educators as stakeholders in addressing the professional learning needs of staff must be explicitly stated in the plan.</p> <p>Revisions:</p> <p><u>Students Who Are Gifted and Talented (GT)</u> – added the SCDE will provide GT support to districts through annual development and revision of resources and development and implementation of professional learning opportunities, both regionally and in specific districts, based on data collected from teachers and administrators across the state.</p> <p><u>Students with Low Literacy Levels</u> – added the Office of Early Learning and Literacy (OELL) will provide a link on the OELL’s webpage for districts and schools to request information and resources to assist in achieving that students become proficient readers and writers. Please refer to the following link: http://ed.sc.gov/instruction/early-learning-and-literacy/additional-information-and-assistance/</p> <p><u>Students with Disabilities</u> added – Topics for professional learning opportunities are chosen based on the following:</p> <ul style="list-style-type: none"> • Needs assessments through initiatives, such as the State Systemic Improvement Plan, and surveyed general education and parents during the Individuals with Disabilities Education Act program monitoring 	

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<p>process;</p> <ul style="list-style-type: none"> • Open calls for proposals for conferences such as the annual Research to Practice Institute; • In response to stakeholder input through a variety of sources such as the ombudsperson, parents, and legislators; and • District requests. Districts can request technical assistance or professional learning opportunities by completing a web based form available at https://scde.formstack.com/forms/leaseop_request_for_assistance. <p><u>English Learners</u> – added the SCDE will provide English Language Learner support to districts through annual development and implementation of professional learning opportunities, both regionally and in specific districts, based on data collected from teachers and administrators across the state from a state-wide Title III survey completed each spring , monitoring results, and requests for specific assistance.</p>	
<p>The SCEA provides feedback regarding non-traditional or alternative route preparation programs and expressed specific concerns regarding the classroom readiness of teachers entering the profession through alternative routes. The plan has been updated to reference the SCDE’s updated Educator Preparation Program Guidelines, slated to go before the State Board in fall 2017, which increase program admission and job-embedded clinical experience requirements for candidates entering the profession through non-traditional routes.</p>	